

SPEERS STREET ELEMENTARY

1121 Speers Street
Newberry, SC 29108

GRADES PK-3 Elementary School

ENROLLMENT 369 Students

PRINCIPAL Leila M. Caldwell 803-321-2670

SUPERINTENDENT Dr. V. Keith Callicutt 803-321-2600

BOARD CHAIR Mr. Lee Attaway 803-945-7083

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	16	71	44	2

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003	Average	Good	No
2004	Average	Average	Yes

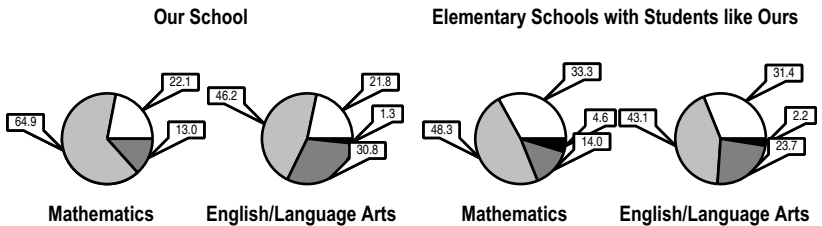
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

7.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	89	96.6	17.7	46.8	30.4	5.1	46.8	Yes	Yes
Gender									
Male	49	95.9	17.8	48.9	24.4	8.9	37.8		
Female	40	97.5	17.6	44.1	38.2	0.0	58.8		
Racial/Ethnic Group									
White	27	88.9	4.5	59.1	36.4	0.0	40.9	I/S	I/S
African-American	53	100.0	21.6	41.2	29.4	7.8	49.0	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	66	98.5	18.6	40.7	39.0	1.7	54.2		
Disabled	23	91.3	15.0	65.0	5.0	15.0	25.0	I/S	I/S
Migrant Status									
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	86	96.5	16.7	47.4	30.8	5.1	47.4		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	82	96.3	16.2	47.3	31.1	5.4	47.3		
Socio-Economic Status									
Subsidized meals	70	98.6	20.3	45.3	32.8	1.6	48.4	Yes	Yes
Full-pay meals	19	89.5	6.7	53.3	20.0	20.0	40.0		

Mathematics - State Performance Objective = 15.5%									
All Students	89	96.6	21.5	64.6	12.7	1.3	21.5	Yes	Yes
Gender									
Male	49	95.9	20.0	68.9	8.9	2.2	20.0		
Female	40	97.5	23.5	58.8	17.6	0.0	23.5		
Racial/Ethnic Group									
White	27	88.9	13.6	59.1	27.3	0.0	31.8	I/S	I/S
African-American	53	100.0	23.5	66.7	7.8	2.0	17.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	66	98.5	16.9	69.5	13.6	0.0	23.7		
Disabled	23	91.3	35.0	50.0	10.0	5.0	15.0	I/S	I/S
Migrant Status									
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	86	96.5	20.5	65.4	12.8	1.3	21.8		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	82	96.3	20.3	64.9	13.5	1.4	21.6		
Socio-Economic Status									
Subsidized meals	70	98.6	21.9	68.8	9.4	0.0	18.8	Yes	Yes
Full-pay meals	19	89.5	20.0	46.7	26.7	6.7	33.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	93	95.7	25.9	46.9	24.7	2.5	27.2
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	90	96.6	17.1	51.2	29.3	2.4	31.7
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	93	98.9	30.9	54.3	14.8	N/A	14.8
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	90	96.6	20.7	67.1	11.0	1.2	12.2
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 369)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	8.0%	N/A	3.8%	2.7%
Attendance rate	95.6%	Up from 95.2%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.9%		7.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.7%		5.3%	3.5%
Eligible for gifted and talented	4.4%	Up from 0.0%	5.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.3%	Up from 4.8%	8.0%	8.2%
Older than usual for grade	3.8%	Up from 3.5%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	44.1%	No change	50.0%	51.4%
Continuing contract teachers	82.4%	Down from 91.2%	82.4%	87.5%
Highly qualified teachers**	93.1%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	3.1%		3.0%	0.0%
Teachers returning from previous year	91.8%	No change	83.8%	86.7%
Teacher attendance rate	84.8%	Down from 93.9%	94.7%	94.9%
Average teacher salary	\$41,315	Up 3.4%	\$40,141	\$40,760
Prof. development days/teacher	18.9 days	Up from 14.6 days	13.4 days	12.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Up from 12.1 to 1	17.2 to 1	18.9 to 1
Prime instructional time	76.7%	Down from 87.5%	89.1%	90.0%
Dollars spent per pupil*	\$6,672	Up 9.3%	\$6,653	\$6,044
Percent of expenditures for teacher salaries*	76.5%	Up from 76.2%	64.5%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.6%	92.0%
Highly qualified teachers in high poverty schools**	96.4%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Speers Street Elementary School is located in the city of Newberry. Our total enrollment of 434 students during the 2003-2004 school year consisted of 63.4% African American, 24.2% Caucasian 12.2% Hispanic and .02% American Indian students, with 94.44% of our students qualifying for the free or reduced lunch program.

Our students' academic performance indicated a constant need to strengthen our language arts curriculum. Several teachers completed three years of South Carolina Reading Initiative and we are now a South Carolina Reading First School. Teachers will be provided with a more intense focus on best practices in reading instruction.

Faculty, parents and community members have indicated a need for greater parental involvement and communication. Being responsive to the needs of students and the community, we reorganized our extra curricular activities to include all grade levels per function. This reorganization resulted in a dramatic increase in parental involvement.

We have continued to work in partnership with Louis Rich (packing industry), and Nance Forest and Grant Homes (housing complexes) to strengthen parent support and connectedness. As a result, we have become a community family characterized by unity and dedication to the educational needs of all of our students.

Leila M. Caldwell, Principal
David Silver, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	29	66	49
Percent satisfied with learning environment	89.7%	93.7%	83.0%
Percent satisfied with social and physical environment	78.6%	82.8%	71.7%
Percent satisfied with home-school relations	64.3%	93.8%	74.5%

*Only students at the highest elementary school grade level at this school and their parents were included.